



ANNUAL PLAN OVERVIEW

2025



Initiative	Action	Who	Timeframe	Resources	Outcome
Initiative 1a: Embed a coherent approach to the teaching and learning of Mathematics at Matua School. Outcome: We have a coherent approach to how teaching, learning and assessment happens, across the school. Measure: Confident teachers able to access school based resources to deliver a coherent Mathematics curriculum.	Continue working with 'The Learner First' to bring professional learning to the school team.	SLT / Math WST	2025	\$5000 PLD Budget \$5000 PLD Relievers	Teachers are provided with professional learning and an increased capacity for teaching mathematics.
	Appoint a WST to lead the process and act as a coach to teachers.	Marcus N	Term 1	Teacher Only Day Teacher Release	Internal leadership developed. Support for teachers provided
	Allocate a budget for PLD and Maths resources	Marcus N	Term 1		Resourcing for development of Mathematics available.
	Develop documentation to record professional learning and produce guidelines for how Maths is delivered at Matua School.	Sara L / Maths WST	2025		Information collated and a document developed for review by the end of 2025.
	Develop a clear assessment and reporting plan for Mathematics.	Sara L / Maths WST	T3/4 2025	Government guidelines	As guidelines are made available, access requirements and collate information.
Initiative 1b: Embed a coherent approach to the teaching and learning of Literacy at Matua School Outcome: We have a coherent approach to how teaching, learning and assessment happens, across the school. Measure: Confident teachers able to access school based resources to deliver a coherent English curriculum.	Year 4-6 teachers enrolled in the Better Start Literacy Professional Learning.	Sara L / Teachers	Term 1	MoE Funded	Teachers provided with professional learning and increased capacity for teaching literacy.
	Appoint a WST to lead the process and act as a coach to teachers.	Marcus N	Term 1	Kahui Ako Funded	Internal leadership developed. Support for teachers provided
	Review guided reading book stocks and establish a refreshment plan over 3 years.	Sara L / Literacy WST	Term 1-3	\$5000	Increased access to resources for students and sustainable refreshment cycle underway.
	Develop a clear assessment and reporting plan for Literacy.	Sara L / Lead Team / WST	Term 3-4	Teacher Release	Teachers informed and supported in effective practice
Initiative 1c: Embed a coherent approach to the teaching and learning of Physical Education at Matua School Outcome: We have a coherent approach to how teaching, learning and assessment happens, across the school. Measure: Confident teachers able to access school based resources to deliver a coherent Physical Education curriculum.	Appoint a Lead Teacher to lead the process and act as a coach to teachers.	Marcus N	Term 1	Units	Internal leadership developed. Support for teachers provided
	Connect with Sports BOP Active Learning Coaches to establish a clear vision for integrating Active Learning with the core curriculum	Joe H	Term 1-3	Teacher Release	Resource and guidance for local leadership. Practice based on sound evidence.
	Allocate a budget for PLD and PE resources	Marcus N	Term 1	\$4000	Increased access to resources for students.
	Develop documentation to record the learning and produce guidelines for how Physical Education is delivered at Matua School.	Joe H	Term 4	Teacher Release	Information collated and a document developed for reiew by the end of 2026.
	Deliver meeting and in-class PLD to support teacher practice	Joe H / Team Leaders	2025	Role Release	Teachers provided with professional learning and increased capacity for teaching PE.

Initiative	Action	Who	Timeframe	Resources	Outcome
<p>Initiative 2a: Opportunities for staff to access a range of research-based educational thinking, Thought Leaders and pedagogical approaches.</p> <p>Outcome: Teachers articulate strong research based rationale for teaching practice, that underpins effective pedagogy.</p> <p>Measure: Learnings from texts evident in conversations, classroom practice and PGC.</p>	TOD with Kathryn Berkett	Marcus N	Term 1	PLD budget	Increased staff understanding and strategies to support neuro-diverse students
	Staff read and discuss 'Clarity in the Classroom'	Angela B	Term 2-4	\$500	Contributes toward overall outcome
	Aspiring Leaders Professional Learning	Marcus N / Identified staff	2025	\$5000	Leadership PLD for aspiring leaders
<p>Initiative 2b: Embed strong and meaningful practices around the use of the Professional Growth Cycle to enhance teacher practice.</p> <p>Outcome: The PGC is part of the natural cycle of teaching and learning at Matua School.</p> <p>Measure: The PGC is evident in meetings between team leaders and teachers.</p>	Clarify and document system for PGC	Sara L	Term 1		Effective PGC system visible and understood
	Identify time in Staff PL and CRT allocation for PGC	Sara L	2025		Effective PGC system valued and in action
	Include documentation in orientation for new staff	Sara L	Term 2		Effective PGC system sustainable and ongoing
	Develop behaviour management plan with shared understanding and alignment with values and beliefs	Angela B	Term 1-2		Clarity for staff, shared practices and effective behaviour management practices
<p>Initiative 2c: Support opportunities for sharing and observing effective practice within and outside the school.</p> <p>Outcome: Teachers articulate strong research based rationale for teaching practice, that underpins effective pedagogy.</p> <p>Measure: Teachers taking time out of school during release to engage with other classrooms and schools.</p>	Develop guidelines for use of CRT	Marcus N / Lead Team	Term 1		Clear understanding and expectations
	Team leaders facilitate observations within and across teams	Team Leaders	2025		Learning from others made a priority
	Identify excellent practice examples in other schools	SLT	Term 3		Opportunity to connect outside of our kura

Initiative	Action	Who	Timeframe	Resources	Outcome
Initiative 3a: Strengthen partnership with parents and whānau, increasing the engagement with learning. Outcome: We have an inclusive, safe, and supportive school environment where whānau, students and staff feel a sense of belonging and collegiality. Measure: Multiple opportunities for engagement with the community evident in the school calendar.	Annual calendar to include key opportunities for parents to engage with the learning process	Marcus N / Lead Team	Term 1		Deliberate actions taken to provide opportunities for partnership.
	Deliver 1-2 curriculum information events for parents annually	Marcus N / Lead Team	2025		Deliberate actions taken to provide opportunities for partnership.
	Develop Hero platform to share learning with parents - trial system with the Rākau team	Marcus N / Sara L	2025	Hero system	Rākau team effectively have students sharing learning with parents via Hero.
Initiative 3b: Increase the visibility of Taha Māori in the school environment. Outcome: We have an inclusive, safe, and supportive school environment where whānau, students and staff feel a sense of belonging and collegiality Measure: Increase visibility of bilingual signage and visual arts within the school environment.	Room number signs in Te Reo/English	Marcus N	2025	\$3500	Rooms clearly identified.
	Review school signage and design (excl. gate signage)	Principal	2025		Plan developed for ideal signage for school.
	Office entrance column art - design process	Marcus N / Taha Māori Lead	Term 4	\$1000	Design confirmed and prepared for fabrication.
	School karakia and mihi published and available	Principal / Taha Māori Lead	Term 1		Resource available to all and seems as valuable in the school.

Te Tiriti o Waitangi

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga hoki ngā pouako inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of the te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

Te Reo Māori is the foundation language of Aotearoa New Zealand and an official language under the Māori Language Act, 1987. The Treaty of Waitangi recognises Te Reo as a taonga and guarantees its protection.

- Matua School has policies, practices and action plans that reflect New Zealand's cultural diversity and that meet the needs of its Māori and Pacific Island students.
- Children have tikanga Māori and te reo Māori integrated through learning programmes.
- Parents who would like the opportunity to have their child take part in bilingual or full immersion programmes are told about the network of local schools which makes this possible.
- An active kapa haka programme is available for all students who wish to take part.

Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed.
- By learning te reo and becoming familiar with tikanga, Māori students at Matua School can strengthen their identities and non-Māori can develop greater cultural understanding.
- Teaching and learning in Māori at Matua School will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become understanding of others.

Te Tiriti o Waitangi

Continued from the previous page:

Further Reading/References

Kahikitia - The Māori Education Strategy 2014-2017

Tātaiako Cultural Competencies for Teachers of Māori Learners - NZ Teachers Council and Ministry of Education

Te Aho Arataki Marau mō i Te Reo Māori Auraki - Curriculum Guidelines for Teaching and Learning Te Reo Māori.

Key Links to the Statement of National Education and Learning Priorities in schools and Kura.

Objective 3 - Quality Teaching and Leadership

- Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning.
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.
- Talk with learners/akonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.